

Annexe A: New/Revised Course Content in OBTL+ Format

Course Overview

The sections shown on this interface are based on the templates [UG OBTL+](#) or [PG OBTL+](#)

If you are revising/duplicating an existing course and do not see the pre-filled contents you expect in the subsequent sections e.g. Course Aims, Intended Learning Outcomes etc. please refer to [Data Transformation Status](#) for more information.

Expected Implementation in Academic Year	2025/2026
Semester/Trimester/Others (specify approx. Start/End date)	Semester 1 Semester 2
Course Author * Faculty proposing/revising the course	Amanda Wendy Chan Mei Teng
Course Author Email	amanda.chan@ntu.edu.sg
Course Title	Organizational Behavior and Design
Course Code	AB1601
Academic Units	3
Contact Hours	39
Research Experience Components	Not Applicable

Course Requisites (if applicable)

Pre-requisites	Nil
Co-requisites	Nil
Pre-requisite to	Nil
Mutually exclusive to	BU5601 Fundamentals of Management
Replacement course to	Nil
Remarks (if any)	nil

Course Aims

Business is undergoing a revolutionary transformation. Emerging technologies — including generative AI, machine learning, advanced visualization techniques, and social robots — are rapidly reshaping workplaces globally. Building a motivated workforce in a workplace transformed by the introduction of AI is a key responsibility of managers, who must understand why people behave the way they do within organizations.

Research in cognitive sciences, artificial intelligence, and neuroscience has provided valuable insights that deepen our understanding of human behavior. This course focuses on processes and methods to enhance the attitudes and behaviors of organizational members. You will gain a better understanding of yourself and others, learning how to influence and predict both your own behaviors and those of others. In the context of a world shaped by social media, AI, and machine learning, you will explore various organizational behavior theories and concepts, applying them to real-life situations to better understand human behavior and human-robot interactions at work. This course uses a flipped classroom approach, offering numerous opportunities to share knowledge and learn collaboratively with your peers.

Course's Intended Learning Outcomes (ILOs)

Upon the successful completion of this course, you (student) would be able to:

ILO 1	1. Apply critical thinking to select and apply appropriate theoretical frameworks and concepts for analysing real-world situations and generating potential solutions to identified problems.
ILO 2	2. Apply design thinking to explore the complexity of a problem, generate novel ideas and test-drive proposed solutions.
ILO 3	3. Define and explain the theoretical frameworks and concepts of organizational behavior.
ILO 4	4. Engage others meaningfully and supportively to foster teamwork skills.
ILO 5	5. Use inspirational, assertive communication to share your knowledge.
ILO 6	6. Describe how research is conducted to generate insights into human cognition, attitudes, and behavior.

Course Content

1. Course Overview
2. Critical Thinking
3. Design Thinking
4. Individual Behavior, Personality, and Values
5. Perceiving Ourselves and Others in Organizations
6. Workplace Emotions, Attitudes, and Stress
7. Employee Motivation
8. Team Dynamics
9. Power and Influence in the Workplace
10. Conflict and Negotiation in the Workplace
11. Leadership in Organizational Settings
12. Organizational Culture
13. Organizational Change

Reading and References (if applicable)

Textbook:

McShane, S. L. & Von Glinow, M. A. (2024). *Organizational Behavior* (6th ed.) International Student Edition, New York, N.Y.: McGraw-Hill Education.

Please refer to eOBSeminarGuide for additional readings and references.

Planned Schedule

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
1	Introduction to the Field of Organizational Behavior	ILO3	Chapter 1 <ul style="list-style-type: none"> Formation of Teams sizeUP: Self-learning 	In-person	
2	Design Thinking Inspirational Assertive Communication	ILO2 ILO5	Experiential Exercises: <ul style="list-style-type: none"> Design thinking Inspirational Assertive Comm. 	In-person	
3	Individual Differences: Personality, and Values	ILO1 ILO3 ILO4 ILO5 ILO6	Chapter 2 <ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness 	In-person	
4	Perceiving Ourselves and Others in Organizations	ILO3 ILO4 ILO5 ILO6	Chapter 3 <ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness 	In-person	
5	Workplace Emotions and Stress	ILO3 ILO4 ILO5 ILO6	Chapter 4 <ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness 	In-person	
6	Job Attitudes	ILO3 ILO4 ILO5 ILO6	Chapter 4 <ul style="list-style-type: none"> sizeUP: Self-learning powerUP: OB Experience teamUP: OB Lens lightUP: OB Insights checkUP: Learning Effectiveness 	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
7	Employee Motivation	ILO3 ILO4 ILO5 ILO6	Chapter 5 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness Critical Thinking Assignment due on Sep. 27 (Friday), 9.00 pm	In-person	
8	Team Dynamics	ILO3 ILO4 ILO5 ILO6	Chapter 7 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness Design Thinking Assignment due on Oct 11 (Friday), 9.00 pm	In-person	
9	Power and Influence in the Workplace	ILO3 ILO4 ILO5 ILO6	Chapter 9 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness 	In-person	
10	Conflict and Negotiation in the Workplace	ILO3 ILO4 ILO5 ILO6 ILO3 ILO4 ILO5 ILO6	Chapter 10 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness 	In-person	
11	Leadership in Organizational Settings	ILO3 ILO4 ILO5 ILO6	Chapter 11 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness 	In-person	

Week or Session	Topics or Themes	ILO	Readings	Delivery Mode	Activities
12	Organizational Culture	ILO3 ILO4 ILO5 ILO6	Chapter 13 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens • lightUP: OB Insights • checkUP: Learning Effectiveness 	In-person	
13	Organizational Change	ILO3 ILO4 ILO5 ILO6	Chapter 14 <ul style="list-style-type: none"> • sizeUP: Self-learning • powerUP: OB Experience • teamUP: OB Lens lightUP: OB Insights My Reflective Learning Assignment – Submit this assignment within six hours after the conclusion of your scheduled seminar 13. Research participation due on Nov. 15, 2024, 5 p.m.	In-person	

Learning and Teaching Approach

Approach	How does this approach support you in achieving the learning outcomes?
Design Thinking	<p>In this assignment, you apply the three main processes of design thinking, i.e., inspiration, ideation, and implementation, to explore the complexity of a problem and then generate a workable set of solutions.</p> <p>This assignment helps you develop non-linear, iterative thinking processes that help to identify and break down complex problems, challenge embedded assumptions, integrate multiple perspectives, and create workable innovative solutions through prototyping and testing.</p> <p>This assignment enables you to learn how to facilitate change in organizational behavior through the design of workplaces and work procedures.</p>
sizeUP	<p>At the start of each seminar, your instructor will conduct a quiz or give you a list of short-answer questions for you to answer individually.</p> <p>By doing this start-of-class activity, you get to size up the effectiveness of your pre-class preparation and your readiness to participate in the various seminar activities</p>
powerUP	<p>In each seminar, you participate in various powerUP experiential exercises. These exercises illustrate the relevance of OB theoretical frameworks and concepts in the analyzing of organizational situations.</p> <p>By taking an active role in various experiential exercises, you will experience, hands-on, how various OB theoretical frameworks and concepts can come alive in real-life situations.</p>
teamUP	<p>You will work in a team of 4 to 6 members to complete a team project in analyzing a real-world management issue.</p> <p>By analyzing an OB case collaboratively with your team members, you learn to think critically when choosing the appropriate theoretical frameworks to develop a better understanding of real-life problems, provide an analysis, and propose logical solutions. You will also learn how to voice your opinions assertively and inspire others when presenting the team project with your team members.</p>
lightUP	<p>This lightUP segment of the seminar is for you to present OB insights that you acquire by reading a recent publication.</p> <p>This assignment will motivate you to explore knowledge frontiers by extracting OB insights from recent publications on artificial intelligence, neuroscience research, cross-cultural research, etc.</p>
voiceUP	<p>voiceUP This voiceUP activity gives you the opportunity to voice your opinions.</p> <p>For this activity, you will practice voicing your opinions assertively in sharing your ideas with others.</p>
checkUP	<p>At the end of each seminar, your instructor may conduct a pop-quiz.</p> <p>By doing this end-of-seminar activity, you will assess how well you have learned the theories and concepts presented in the seminar.</p>
My Reflective Learning	<p>For this assignment, you apply two relevant theoretical frameworks to analyze a chosen event in your life to generate practical insights that will help you navigate a similar situation should you find yourself in one in the future.</p> <p>This assignment shows you how applying theoretical frameworks can enrich your understanding of your own life situations.</p>
Research Participations	<p>By participating in research experiments, you will learn how research is conducted to generate knowledge about human cognition and behavior in different settings</p>

Assessment Structure

Assessment Components (includes both continuous and summative assessment)

No.	Component	ILO	Related PLO or Accreditation	Weightage	Team/Individual	Rubrics	Level of Understanding
1	Continuous Assessment (CA): Others(2. Design Thinking)	ILO2 ILO4	Design Thinking	18	Team	Holistic	Not Applicable
2	Continuous Assessment (CA): Others(3. teamUP Assignment)	ILO1 ILO3 ILO4 ILO5	Critical Thinking, Knowledge Acquisition, Knowledge Sharing	18	Team	Holistic	Not Applicable
3	Continuous Assessment (CA): Others(. My Reflective Learning Assessment)	ILO1 ILO3	Knowledge Acquisition	20	Individual	Holistic	Not Applicable
4	Continuous Assessment (CA): Others(5. lightUP Assignment)	ILO3 ILO5	Knowledge Acquisition, Knowledge Sharing, Individual Presentation	20	Individual	Holistic	Not Applicable
5	Continuous Assessment (CA): Others(6. voiceUP)	ILO3 ILO5	Knowledge Sharing	20	Individual	Holistic	Not Applicable
6	Continuous Assessment (CA): Others(5. Research Participation)	ILO6	Knowledge Acquisition	4	Individual	Holistic	Not Applicable

Description of Assessment Components (if applicable)

Design Thinking: In this assignment, you apply the three main processes of design thinking, i.e., inspiration, ideation, and implementation, to explore the complexity of a problem and then generate a workable set of solutions.

teamUP Assignment: You will work in a team of 4 to 5 members to complete a team project in analyzing a real-world management issue.

My Reflective Learning: For this assignment, you apply two relevant theoretical frameworks to analyze a chosen event in your life to generate practical insights that will help you navigate a similar situation should you find yourself in one in the future.

lightUP Presentation: For this assignment, you are expected to explore emerging knowledge by gathering organizational behavior insights from recent publications on subjects such as artificial intelligence, neuroscience, and cross-cultural research, and then share your findings in class.

voiceUP Class Participation: For voiceUP, you are encouraged to actively participate in class by sharing your ideas during discussions, asking thought-provoking questions during team presentation Q&A sessions, and offering supportive feedback to lightUP speakers based on your observations.

Research Participation: By participating in research experiments, you will learn how research is conducted to generate knowledge about human cognition and behavior in different settings.

Formative Feedback

You will have the opportunity to reflect on your performance through verbal feedback received during in-class quizzes and experiential learning activities. Additionally, seminar instructors will furnish written feedback for select individual and team-based assignments submitted for evaluation.

NTU Graduate Attributes/Competency Mapping

This course intends to develop the following graduate attributes and competencies (maximum 5 most relevant)

Attributes/Competency	Level
Collaboration	Basic
Communication	Basic
Critical Thinking	Basic
Design Thinking	Basic

Course Policy

Policy (Academic Integrity)

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values. As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the academic integrity website for more information. On the use of technological tools (such as Generative AI tools), different courses / assignments have different intended learning outcomes. Students should refer to the specific assignment instructions on their use and requirements and/or consult your instructors on how you can use these tools to help your learning. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

Policy (General)

You are expected to complete all assigned readings, activities, assignments, attend all classes punctually and complete all scheduled assignments by due dates. You are expected to take responsibility to follow up with assignments and course related announcements. You are expected to participate in all project critiques, class discussions and activities.

Policy (Absenteeism)

Seminar attendance, whether in-person or online, is very important as seminar exercises are designed to help you better understand course content and to develop four competencies, i.e., critical thinking, design thinking, knowledge sharing skills, as well as teamwork and interpersonal skills. In order to facilitate your own learning as well as the learning of your course-mates, it is important for you to complete all pre-seminar assigned readings and participate actively in all seminar activities and discussions.

Absence from class will affect your learning effectiveness. You are required to provide valid reasons for your absence from class. If you are unwell, please provide a medical certificate from a registered medical practitioner. If you need to participate in an NBS- or NTU-approved activity, an excuse letter from the relevant body will be required. If you are going to miss a seminar, please inform the course instructor by email prior to start of class. If your absence has resulted in you missing an activity that is graded, your instructor will arrange for a replacement of that assessment.

Policy (Others, if applicable)

** Policy on the use of Generative AI **

You are permitted to use generative AI in your research. However, it is mandatory for you to check the accuracy of the information provided by the generative AI you use by citing the actual sources of that information. No generative AI tool may be cited as your sources of that information. If you have employed any generative AI in your research, you must furnish a declaration at the end of your submission that acknowledges such usage, i.e., "I declare that I did use generative AI in my research for this submission."

The written assignment should demonstrate your own analysis based on the requirements of the assignments.

You are not permitted to use generative AI tools to complete your assignments. Turnitin will be used to check for ChatGPT/AI generated text as plagiarism. Please ensure each assignment that you submit is truly your own work. Academic disciplinary action will be taken if you are found to use ChatGPT/AI returns verbatim to complete your course assignments. If you have any doubt about this policy, please contact your course instructor.

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Last Updated By: Falilah Parvin